1973

PROVINCE
OF
SASKATCHEWAN

TOWARDS THE DEVELOPMENT OF AN INTEGRATED EDUCATIONAL COMMUNICATIONS AND COMMUNITY COLLEGE SYSTEM

THE SASKMEDIA REPORT

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PROVINCE OF SASKATCHEWAN

THE SASKMEDIA REPORT:

TOWARD THE DEVELOPMENT OF AN INTEGRATED EDUCATIONAL COMMUNICATIONS AND COMMUNITY COLLEGE SYSTEM IN SASKATCHEWAN

June, 1973

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Department of Continuing Education

Department of Education

Gift from
Dept. of Cont. Ed.

HIGHLIGHTS OF THE REPORT

EDUCATIONAL COMMUNICATIONS

Establish a Saskatchewan Educational Communications Corporation to be known as SASKMEDIA. SASKMEDIA to produce, acquire, distribute and sell video, audio, film, print, and other educational materials. Major initial educational radio thrust. Use videocassette distribution mode rather than establish costly ETV broadcast network.

PROVINCIAL LIBRARY

Integrate Provincial Library as Provincial Library Distribution Division of SASKMEDIA. To act as library-media distribution system of community colleges. Provincial film branch to be added to Provincial Library Distribution Division. Establish telecommunication network between all major libraries in the province for purposes of transmitting interlibrary loan requests, community college budgetary data, etc.

COMMUNITY COLLEGES

Educational communications specialists recommended in each college area. Colleges to act as program co-ordinators of local educational FM radio stations. Program development role for community and educational cable channels.

EDUCATIONAL RADIO SYSTEM

Develop a province-wide educational FM radio network with citizen access, to be known as Radio Saskatchewan. Establish new types of farm radio forums to be known as "Saskatchewan Radio Forums".

CABLE

Establish a province-wide educational FM radio channel as well as a provincial educational television channel. Combine educational and community program channels in smaller cities. University Departments of Extension to provide leadership in training and use of cable for educational and community programs.

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SELECTED TERMS

AGENCIES

CRTC - the federal Canadian Radio-Television Commission.

dubbing center - a facility equipped to reproduce copies of audio and/or videotape.

Radio Saskatchewan - the name applied to the FM radio network operated by the radio division of SASKMEDIA.

SASKMEDIA - the name applied to the Saskatchewan Educational Communications Corporation.

TELEVISION

ETV - educational television.

video - the picture portion of the television signal.

EQUIPMENT

Rover - a relatively inexpensive, fully battery operated portable videotape recorder and camera, often using half-inch videotape; sometimes referred to as a "Portapak".

videocassette - a machine in which the video or television tape is enclosed in a plastic container featuring automatic threading. The television picture is viewed on an attached monitor or television set.

RADIO

audio - any desired sound signals.

AM - (amplitude modulation) the standard radio band.

FM - frequency modulation (FM) band.

full studio - a broadcast studio equipped to commercial broadcast standards, associated with a mother transmitter.

half studio - a broadcast studio equipped for limited local broadcasting, associated with a satellite transmitter.

mother transmitter - a medium-powered radio transmitter powerful enough to serve a region.

satellite transmitter - a low-power radio transmitter, associated with a larger regional transmitter, which can rebroadcast signals or at selected times transmit its own broadcasts.

TECHNICAL

microwave - the transmission of extremely short waves directly from one antenna tower to another.

"piggyback" - the distribution of an additional signal within a channel.

CABLE

cable - refers to either the actual kind of wire used in a cable system or to the entire system itself.

channel - the segment of the radio frequency spectrum to which a broadcast station is assigned.

dedicated channel - a channel (in use or available on demand) solely devoted to a particular service, i.e., education.

mid band - those frequencies found between channels 6 and 7 on a television set and which are used for short-wave communication by industry, policy and taxi but are available on the cable system.

INTRODUCTION

The SASKMEDIA Report cannot be meaningfully interpreted in isolation from the earlier report of the Minister's Advisory Committee on Community Colleges. Many of the concerns dealt with in the SASKMEDIA Report were first identified during the deliberations of the College Committee in the 54 meetings it held throughout the Province of Saskatchewan in 1972.

As in the Community College Report, the chief concern of this study is the promotion of learning in Saskatchewan. It is recognized that a good deal of learning takes place outside of traditional educational institutions. A main objective of this study then, is to recommend the means by which educational communications will most effectively and efficiently promote informal as well as formal learning.

There are those in technological fields who believe that because it is now possible to do a thing, therefore it should be done. One need only witness the multi-billion dollar expenditures on moon rocketry by a neighbouring nation which is itself rent by internal dissension and injustice. There is reason to believe that the next few years will see even more rapid technological change. The problem we face, therefore, is not how to promote a more sophisticated technological society, but

rather, how to develop a more humane one. Communications technology must be used to meet human needs.

An educational communications system, developed to respond to local as well as provincial needs, will hopefully have a positive effect on other communication systems. The gate-keepers of the commercial media who use their monopoly privileges with little concern for educational or community purposes may well be challenged to act in a more democratic and responsible way. The technological mystique presently engendered will hopefully disappear as citizens take advantage of the access and support available through the educational communications resources of their community colleges.

It is unrealistic to expect growth of major production programs in this province, especially in the more costly fields of educational communications such as video and 16mm film production. Rather, limited use of these more costly media is likely, and greater use of the lower-cost, more accessible media of broadcast radio and audio cassette, supplemented by low-cost print materials for individual and group learning, is proposed.

Development in other countries of new educational communications systems, such as the British Open University, are an impetus to the search for an effective educational communications system for Saskatchewan. However, it would be foolhardy to attempt to transplant other institutions and schemes holus-bolus. We must develop a system which is

in tune with the historical development and way of life of the people and the institutions of this province. We must establish our own priorities and provide our own solutions if we are to deal effectively with our own problems.

My thanks for the encouragement of Dr. R. F. E. Harvey, Deputy Minister of Continuing Education, and Dr. Alex Guy, Director, Research and Evaluation Branch, and the assistance of Don Philippon of the Branch. Appreciation is also expressed to Dr. Lawrence Ready, Associate Deputy Minister of Education, Mr. Don McLeod, Director, Program Development (General Education) Branch, and Miss Gertrude Murray, Chief, Instructional Services, and her staff, for their assistance. Special thanks to Ron Mittelholtz, who served for a four-month period as a technical assistant, my secretaries, Muriel Holbrow and Beverley Domm, and Donna Danylchuk, Information Officer.

It is hoped that this report will be the basis of positive discussion and action and will lead to the promotion of learning within the Saskatchewan community.

Chapter I

PURPOSE OF THE STUDY

The purpose of this study is to develop recommendations leading to the formation of an educational communications policy in the Province of Saskatchewan. Such policy will take cognizance of the needs of both the school and post-school educational systems and the informal and formal learning needs of Saskatchewan citizens. The recommendations attempt to create an integrated approach to community college, provincial library, and telecommunication policy (insofar as it affects education).

The objectives of this study are to make recommendations which would lead to an educational communications system which would provide a fairer distribution of learning opportunities and reasonable citizen access to the system for purposes of community education and development.

A number of geographic, demographic and economic assumptions are accepted for the purposes of this study. It is recognized that this province has many vast, sparsely populated areas. It is assumed that the population of the province in the next few years will, at best, remain stable, if not decrease, and that in future years there may be even more sparsely populated rural areas where learning opportunities must be provided.

Saskatchewan is a province with limited economic resources. In order to provide a fairer distribution of learning opportunities in the most effective and efficient manner there must be a balanced decentralization of educational-learning resources. The need for a significant central production capacity must be tempered by the need for reasonable local access and input. It is recognized that the Saskatchewan tradition of self-reliance and cooperation in rural areas is a positive factor to be considered in designing a communication system in which citizen access is meaningful. While it is recognized that every form of media has its unique strengths and weaknesses, it is assumed that in this province those educational technologies which allow for individual and group citizen participation are most desirable.

The provincial government has recently made three commitments which affect the development of educational communications in this province and which necessitate greatly increased provincial production capacity. First, the commitment of the Departments of Education and Continuing Education to the videocassette unit calls for a greatly increased capability for the production of relevant video material. Second, the policy intentions of the government in regard to cable system development will, in time, create an even greater demand for video and audio materials for use on the educational program channels of the cable system. Finally, the province has embarked upon the development of a

unique type of community college. The Saskatchewan concept is perhaps best summarized in the College Report:

> The Committee has attempted to develop a community college concept which would maximize opportunities for continuing education. The ideal is a learning system so much an integral part of a community that no single set of buildings or group of people would be considered the college campus or college staff. Rather, the community would be the campus and those with knowledge and attitudes worth sharing, the potential staff and students. The 'college' would manifest itself wherever learning programs were offered--whether in a farm house, a community hall or church basement, or a school facility.
>
> The college concept includes a learning system flexible enough to respond to the learning needs of a wide range of individuals and communities throughout Saskatchewan. A college will be a mechanism to help a community identify and assess its needs as well as those resources, human and physical, which could help meet those needs. The concept assumes that learning goes on during the process of need and resource identification and assessment, and as individuals and communities consider alternatives and establish priorities in meeting their needs.
>
> The college concept has developed as a conscious attempt to redress the imbalance of educational opportunities which presently exists.
>
> The function of a college will be to serve all sectors of a community. The program of a community college can go beyond those of degree and diploma granting institutions to assist any individual or group in developing relevant learning programs. It will include a special concern for the less privileged, less articulate and less motivated within communities. Hopefully, a community college will create a climate of support and a sense of community for those who previously had neither.
>
> The concept views the college in chiefly a co-ordinating and facilitating role rather than as a traditional programming institution. Learning resources, human and physical, from a variety of government and voluntary agencies will be called upon whenever feasible. Data collected and needs identified during the college's on-going need assessment process will be transmitted to suitable existing organizations. The college's programming function will be to offer programs appropriate to its educational style which are not presently available. (pp. 31-33)

A purpose of this study is to recommend an educational communications system which can respond to the need for learning resources in as flexible and as efficient a way as possible. Such a communications system, if based on the principles and purposes of the Saskatchewan college concept, could provide the first such integrated provincial approach to learning in Canada.

Chapter II

RECENT EDUCATION DEPARTMENT STUDIES AND LIMITATIONS OF THE PRESENT STUDY

From 1967 to 1970 a Minister's Advisory Committee on Educational Television was convened. The Committee submitted a number of reports, several of which recommended the creation of an educational authority to serve the needs of the Department of Education. Another report included three alternative plans for the development of an ultra-high frequency (UHF) television broadcasting system in the province. It recommended a plan for construction of 15 UHF transmitters, at a capital cost of over 18 million dollars.

The Report of the Minister's Advisory Committee on Community Colleges of August, 1972, made a number of recommendations regarding aspects of educational communications. Specifically, it recommended:

"1. THAT PLANNING AND PREPARATION FOR DEVELOPMENT OF A CO-ORDINATED SYSTEM OF EDUCATIONAL MEDIA BE UNDERTAKEN BY THE DEPARTMENT OF CONTINUING EDUCATION TO PERMIT MAXIMUM ACCESSIBILITY AND OPTIMUM DELIVERY OF LEARNING PROGRAMS TO SASKATCHEWAN ADULTS;

2. THAT THE DEVELOPMENT OF A COMMUNICATIONS NETWORK, NECESSARY TO DELIVER EDUCATIONAL MEDIA PROGRAMS, BE RATIONALIZED THROUGHOUT THE GOVERNMENT AND THAT EVERY EFFORT BE MADE TO ACHIEVE INTERPROVINCIAL COOPERATION IN DEVELOPMENT IN THIS FIELD;

3. THAT COMMUNITY COLLEGES SHOULD BE USED AS THE LOCAL MECHANISM FOR EDUCATIONAL AND COMMUNITY PROGRAMMING IN ANY FUTURE CABLE SYSTEM;

and

4. THAT IN THE EVENT THAT ANY PROVINCIAL CROWN CORPORATION BE DEVELOPED FOR EDUCATIONAL BROADCASTING, IT REPORT TO THE MINISTER OF EDUCATION."

The present study looks at a number of aspects of educational communications, including a) a survey of the field in Canada, b) an assessment of the present situation in Saskatchewan regarding facilities, equipment and staff, c) the relative advantages of various forms of the media, including video, film and radio, as well as d) a clarification of the role of various educational and governmental agencies in the province. For purposes of a manageable study, references to small format media (filmstrips, slides, etc.) have been generally excluded. Further, such fields as the use of satellite technology or computer-based instruction will not be dealt with in this report.

In the nine-month period of this study it was not possible to undertake a number of detailed legal, technical and engineering studies which are necessary for the sound development of an educational communications system. However, preliminary investigation has been made, the need for such studies has been identified, and many of the more important questions have been clarified.

Chapter III

CROSS-CANADA SURVEY

Educational authorities in six provinces, British Columbia, Alberta, Manitoba, Ontario, Quebec, and Newfoundland, were visited during this study. Questions related to the structure of the varying provincial educational media organizations and their use of film and video tape were raised. An exploration of relationships, if any, which exist between educational media authorities, community colleges and provincial library systems was also undertaken.

Four Canadian provinces, Ontario, Alberta, Quebec and British Columbia, have had experience with the production of educational media through central organizations. The Province of Ontario developed its Ontario Educational Communications Authority (OECA) in 1967, and since that time has engaged chiefly in television broadcasting over its CBC-licensed station in Toronto and a number of private regional stations. The Province of Alberta established the Alberta Educational Communications Authority (AECA) in 1970 in an attempt to co-ordinate the production and distribution of educational material produced by regional authorities in Edmonton and Calgary, as well as 15 other educational media production studios in that province.

While Ontario and Alberta created educational communications authorities which have provided traditional

services (including provincial dubbing services) to the formal education system, the Province of Quebec followed another pattern in creating Radio Quebec in the mid-60's. This organization has provided facilities for the production of government information and educational materials for all departments, including Education. As of November 1972, Radio Quebec has also been providing public affairs and cultural programs for cable systems in Montreal and Quebec City. British Columbia began in the last year to develop a central media production center housed temporarily in the B.C. Institute of Technology. It is laying plans for a greater thrust in this area in the future.

The use of educational television and radio by the community college systems in Canada can be characterized as sporadic and unsuccessful. Some community colleges in several provinces have used videotape for internal instructional purposes and have infrequently assisted community groups in programming on local cable systems; however, what little has been done has generally been used for internal and formal educational purposes.

Canada once led the world in the educational use of radio through its early CBC radio forums, notably National Farm Radio Forum and Citizens' Forum, both of which pioneered the use of radio for adult education. While, ironically, Canada has moved backwards in the last decade, there have recently been some successful projects using radio for educational purposes. The University of Saskatchewan, Regina

Campus has experimented not only with the use of open-line discussions but also with an Indian-Metis series produced and hosted by persons of Indian ancestry. In Ontario, the Ryerson Open College of the Ryerson Polytechnical Institute for several years has offered introductory social science programs using a multi-media approach emphasizing radio and associated print material, combined with the occasional television program.

It is clear that a number of common concerns have arisen among educational authorities in Canada regarding the whole field of educational communications. Problems of rapidly changing technology and procurement of compatible equipment, combined with the high cost of program production and problems of choosing appropriate modes of distribution, have presented major technical and economic obstacles in the development of educational communications in Canada. Several of the provinces, chiefly those with large capital outlays, have chosen to either freeze or decrease the amount of present expenditure on hardware and forego commitment to new distribution modes for the present time. Legal problems centering around the issue of copyright of educational material have served as another constraint to the growth of educational communications.

It is of interest that the Province of Alberta has recently replaced its communications authority by a newly-formed Alberta Educational Communications Corporation which will provide far more centralized control of production and

distribution of educational media in that province.

The policy of federal government departments is confused and perplexing. Some departments, such as the Federal Department of Communications, have established policy priorities that are either irrelevant to or in conflict with the real needs of Saskatchewan people. For instance, one branch of that Department has actively been promoting a multi-million dollar satellite technology experiment within which provincial educational authorities are to dream up possible uses. This at a time when even some of the most rudimentary means of educational communications are unavailable to many people in this province.

The Canadian Broadcasting Corporation similarly has placed the needs of Saskatchewan citizens on low priority. Despite the fact that Ontario has had a growing FM radio system for over 14 years, not one CBC FM station exists in this province. Very little radio or television production is carried on in this province. In addition, the CBC has been gradually diminishing its financial contribution to the costs of educational broadcast production. Since local CBC officials have proven most cooperative, it appears that the treatment Saskatchewan has received is a matter of high policy within this eastern-oriented institution. Surely if the CBC is not going to provide satisfactory FM service in this province, it would seriously consider cooperating with the provincial educational authorities in providing some of the best of its FM material for use in Saskatchewan.

Chapter IV

SASKATCHEWAN EDUCATIONAL COMMUNICATIONS CORPORATION (SASKMEDIA)

As early as 1968 provincial educational officials were recommending that an educational communications authority be established in Saskatchewan. Concern over the lack of planning and co-ordination at the provincial as well as local levels has proven to be well founded. The educational communications programs of provincial government departments over the last five years have been stunted and sporadic. The use of the costly AV/TV centers on the university campuses has been far below capacity. Indeed, at Regina Campus the television studio has been closed for over a year. A number of school boards have had an equally unhappy experience with expensive educational media equipment and facilities. The possibility of the Canadian Broadcasting Corporation totally withdrawing from educational production (both radio and television) in 1975 provides added impetus to the need for a clear and effective educational communications policy in this province.

The development of the Saskatchewan community college system with its emphasis on decentralization of resources and a fairer distribution of learning opportunities, necessitates the development of an educational communications system which is flexible and responsive to local need.

The intention of the province to develop a cable system similarly calls upon the educational authorities to meet the expected demand for Saskatchewan-oriented materials on the educational channels of the system.

Finally, recent changes in federal regulations regarding educational communications demand a positive response. Early in July 1972, the federal cabinet directed the CRTC to allow independent provincial educational communications corporations to obtain broadcasting licences. The provincial corporations would control content as long as it remained within the definition of educational programming already agreed to, namely:

> "a) Programming designed to be presented in such a context as to provide a continuity of learning opportunity aimed at the acquisition or improvement of knowledge or the enlargement of understanding of members of the audience to whom such programming is directed and under circumstances such that the acquisition or improvement of such knowledge on the enlargement of such understanding is subject to supervision or assessment by provincial authority by any appropriate means; and
>
> b) Programming providing information on the available portions of instruction or involving the broadcasting of special education events within the educational system, which programming, taken as a whole, shall be designed to furnish educational opportunities and shall be distinctly different from general broadcasting available on the national broadcasting service or on privately owned broadcasting undertakings;
>
> "Provincial Authority" means such person, body, or authority as may be designated by the Lieutenant Governor in Council of a province, as provincial authority for that province for the purposes of this direction."

The Province of Alberta has interpreted this federal cabinet direction in such a way that that province will

establish a provincial authority which will set the guidelines within which an educational communications corporation will function. An Executive-Director will be appointed by the Lieutenant Governor in Council and representatives from a number of educationally-oriented departments, including Education and Continuing Education, will sit on the authority. The Act was framed in order that the corporation would meet educational objectives rather than what might develop as its own, conflicting goals. Thus, the corporation will play chiefly a service role.

The authority could also establish a number of advisory committees of either an ad hoc or standing nature for any purpose. Specifically, the Province of Alberta will be establishing advisory committees on programming as well as a number of ad hoc committees to look into special problems within that province.

The Alberta legislation is an attempt to prevent the educational communications corporation from diverging too far from the educational goals of the provincial government and to avert the conflict present between the educational communications authority and the various departments of education in several other provinces.

There are several reasons why a corporation along the lines of the Alberta model should be established in Saskatchewan:

1. Certain essential activities such as co-ordination of program acquisition, clearance of rights, marketing

and funding are best carried out by a public corporation on behalf of all government departments requiring educational material.

2. Leadership and co-ordination from the provincial government is needed if an integrated approach towards equipping, staffing and funding educational communications in the province is to develop.
3. The corporation could obtain any necessary educational broadcasting licences from the CRTC.

It is therefore recommended:

THAT A SASKATCHEWAN EDUCATIONAL COMMUNICATIONS CORPORATION (SASKMEDIA) BE ESTABLISHED.

Responsibilities

A. General

In general, the Corporation will have responsibility for operational services as these have to do with production, distribution and support services.

The responsibility for the framework and guidelines under which the Corporation operates will rest in the Authority which will clarify, co-ordinate and priorize the program content demands of government departments, agencies and institutions. However, the Corporation, as licensee, would have to assume ultimate responsibility for what went on the air or over cable.

B. Specific

1. Operate and co-ordinate an FM radio broadcast network (Radio Division).

2. Operate and co-ordinate television (video) and film production service (Video-Film Division).
3. Operate and co-ordinate educational print production services (Print Division).
4. Operate and co-ordinate a province-wide media (print and non-print) distribution system (Provincial Library Distribution Division).
5. Co-ordinate programming (Programming Division):
   - program development to avoid duplication and to encourage creative ideas;
   - program scheduling on cable, on air, or on any distribution medium.
6. Co-ordinate program acquisition (Program Support Division):
   - funding of program production within the province within specific frame of reference;
   - acquiring of programs from local and outside sources;
   - clearing all provincial rights;
   - marketing of SASKMEDIA programs.

A New Role for the Provincial Library

All proposed divisions of SASKMEDIA, with the exception of the Provincial Library Distribution Division, must be newly created. The challenge of effectively and efficiently classifying, storing and distributing the wide range of educational media acquired by SASKMEDIA is a great one. The task requires a greater capacity on the part of

the regional library systems generally and the Provincial Library in particular. The Community College Report recommended that the provincial library system function as the resource distribution system for community colleges and that training and financial resources be provided to make this possible. It appears that the organic linking of the Provincial Library with SASKMEDIA would best assure the smooth on-going linkage between the production and distribution of media material. It will, of course, involve a new wider view of the Provincial Library's role and the strengthening of its capability. It is therefore recommended:

THAT A STRENGTHENED PROVINCIAL LIBRARY BECOME THE DISTRIBUTION DIVISION OF SASKMEDIA;

and to assure the co-ordinated operation of the Provincial Audio and Video Dubbing Center it is recommended:

THAT THE PROVINCIAL LIBRARY DISTRIBUTION DIVISION BE RESPONSIBLE FOR THE OPERATION OF THE PROVINCIAL AUDIO AND VIDEO DUBBING CENTER.

In order to avoid wasteful duplication in the provision of film services to the school and non-school public of this province it is recommended:

THAT THE DEPARTMENT OF EDUCATION FILM BRANCH BE ADDED TO THE PROVINCIAL LIBRARY DISTRIBUTION DIVISION.

Provincial library telecommunications network

If the Provincial Library Distribution Division of SASKMEDIA and the cooperating regional libraries of Saskatchewan are to serve effectively as the media distribution

system for SASKMEDIA, modern methods of interlibrary communication are necessary. The method now used is mail, with the result that an interlibrary loan request from a town such as Cadillac for a book which is in Kipling takes up to three weeks to process. The introduction of a telex or TWX hookup between the regional libraries and the Provincial Library as well as the university and technical institute libraries could quite conceivably cut the request time in half.

People in rural areas of Saskatchewan already lack access to many of the learning opportunities which are taken for granted in the urban centers. The introduction of an elementary telecommunications hookup between the major libraries of Saskatchewan could help redress this inequity. The installation and operation of a telex system would be reasonably inexpensive when considering the vastly improved service to people in rural Saskatchewan.

The installation of telex in the regional libraries could serve several educational purposes. For instance, the Department of Continuing Education and the Department of Education foresee telex requirements in the near future. Specifically, the program accounting budgeting system to be used by the community college boards will require the transmission of all account documentation from the community college center to the Department of Continuing Education. This transmission by telex would require a 15-minute period per day per college on a five-day week basis provided the

transmission was made utilizing the pre-punched tape system.

It is difficult to envisage the amount of program and administrative transmission time required to maintain a communication link between the administration of the community college board and the Colleges Branch of the Department of Continuing Education. It is speculated that in the first two years of college operation approximately 90 minutes weekly would prove adequate. The Department of Education, similarly, is looking at project proposals regarding the transmission of budgetary data, possibly via the use of telex. An assessment of the use of telex for communication between superintendents and the Department is also being undertaken. Estimates of telex costs to the Department of Continuing Education indicate such a means of communication on a shared-time basis is reasonably economical. It is therefore recommended:

THAT A TELECOMMUNICATION SERVICE CONNECTING ALL THE MAJOR LIBRARIES OF THE PROVINCE BE ESTABLISHED;

and

THAT THE PROVINCE OF SASKATCHEWAN ESTABLISH A POLICY RATIONALIZING THE USE OF TWX AND TELEX BY ITS DEPARTMENTS AND AGENCIES.

Universities across Canada are preparing for a nation-wide computer network. The completion of the Union Catalogues of both serials and books by the Provincial Library means that the future next step would be the computerization of the Library's holdings and the creation of an integrated, interprovincial telecommunications computer network. It is

recommended:

THAT SASKMEDIA AND THE PROVINCIAL LIBRARY DEVELOPMENT BOARD INVESTIGATE THE FUTURE ROLE OF THE PROVINCIAL LIBRARY DISTRIBUTION DIVISION IN ANY INTERPROVINCIAL TELECOMMUNICATIONS COMPUTER NETWORK:

and further,

THAT AN INVESTIGATION BE MADE INTO THE FEASIBILITY OF DEVELOPING A COMPUTER NETWORK FOR BOTH STUDENT AND ADMINISTRATIVE USE IN THE HIGH SCHOOL SYSTEM OF THE PROVINCE.

Radio Saskatchewan

Canada has led in the use of radio for educational purposes, especially in the field of Adult Education. Both the Farm Radio Forum and Citizens' Forum which began in the early 1940's and continued until the mid-60's provided a model for two-way communication which has been copied by educators on several continents. The use of the phone-in has in many ways replaced the use of listening groups with their reporting form as a means of feedback. In addition, the FM band with its present wide range of available channels has the potential to allow educators to combine a provincial educational FM network with associated low-power transmitters as a means of community education.

General problem

The Province of Saskatchewan is developing a community college system of a non-institutionalized form which encourages informal as well as formal learning within

a community. Special problems are being faced in the delivery of learning opportunities in an essentially rural province with sparsely-populated regions.

A further concern exists because of the lack of service provided by the existing radio stations to the educational authorities and minority ethnic/cultural groups within their regions. Community college developers have already reported lack of cooperation on the part of several radio and television stations in assisting the work of college development. Representatives from a number of minority cultural groups have expressed their concern about lack of access to the media.

General Proposal

In order to meet the legitimate requests of educational and cultural groups within the province, it is proposed that the Saskatchewan Educational Communications Corporation (SASKMEDIA), in concert with the community colleges, develop a three-level approach towards educational radio broadcasting in this province. The first level would be the development of a network of medium-power FM transmitters with studios licensed and operated by SASKMEDIA. The second level would be the development of "Saskatchewan Radio Forums" operated by community colleges over existing private regional AM radio stations, while the third level would be the development of satellite low-power FM transmitters and studios around the mother medium-power units licensed by SASKMEDIA but operated during the local program hours under the aegis of the community colleges.

Level I. Regarding the development of a province-wide educational FM radio network to be known as Radio Saskatchewan.

A major objective of educational authorities in Saskatchewan must be to deliver educational or learning opportunities to as many people as possible in as effective and as efficient a means as possible. From both a capital and operating expense viewpoint, radio is a considerably cheaper communications medium than television. Radio has also, in the British Open University experience, proven in many ways to be a more effective learning tool than television, especially when supplemented with print material.

From a technical point of view there are many reasons why the FM spectrum should be used. The AM spectrum has become increasingly congested and few AM frequencies are available in Saskatchewan, whereas over 40 FM frequencies are available in this province. From a technical point of view FM can provide in many centers a greatly superior service at much less cost than AM. Particularly in the night-time hours there is a growing problem of interference on the AM band. The FM radio signal may be "piggybacked" over a video signal being transmitted by microwave, and with the cooperation of the province's crown corporation common carrier, Sasktel, savings in transmission costs may be obtained.

It is proposed that the Saskatchewan Educational Communications Authority (SASKMEDIA) obtain licences for a network of medium-power (20 to 40kw.) mother transmitters

with full studios and associated low-power (100 watt) satellite transmitters with half studios. By reaching agreements with the CBC on the use of some of their FM program material as well as that produced by various universities and educational authorities, the best of public and educational radio could be heard on the network.

Initially, the educational network might be heard from 12 noon till 4 p.m., at which time the network would give way to local community programming under the aegis of the community colleges. The network could resume at 8 or 9 p.m. and conclude at midnight. A transitional policy could be developed whereby initially several regional transmitters would be fed material from the CJUS/FM University of Saskatchewan station with limited local programming. Ultimately, however, a major Regina radio production studio should be established and the network fed from that location.

In order to accomplish this proposal it is recommended:

THAT A PROVINCIAL EDUCATIONAL FM RADIO NETWORK TO BE KNOWN AS RADIO SASKATCHEWAN BE DEVELOPED TO SERVE PROVINCIAL AND REGIONAL EDUCATIONAL AND COMMUNITY DEVELOPMENT NEEDS;

and

THAT NEGOTIATIONS BE INITIATED WITH THE CANADIAN BROADCASTING CORPORATION TO ASSURE THAT THE BEST OF THEIR FM RADIO MATERIAL IS MADE AVAILABLE FOR THE EDUCATIONAL RADIO NETWORK OF SASKATCHEWAN IN LIEU OF THE CBC ESTABLISHING A SEPARATE FM NETWORK;

and further,

THAT ALL MEANS OF COOPERATION WITH THE UNIVERSITY OF SASKATCHEWAN RADIO STATION CJUS/FM BE EXPLORED.

Level II. Regarding the use of existing regional AM radio stations for "Saskatchewan Radio Forums".

While a provincial educational radio network is developing, community colleges can gain experience in the use of radio. Recent studies have assessed the strengths and weaknesses of the world-famous Farm Radio Forum and Citizens' Forum series. These public affairs education series, with their associated listening groups, provided the mechanism for the discussion and feedback which is considered their chief strength. It was apparent, however, that the need for choosing topics of national rather than regional or local interest and the resultant inability to sustain local support for the national program were fatal weaknesses.

Recent experience by the Department of Extension, Regina Campus, in using a popular open-line show to tap an existing communication system for educational purposes has proved successful. There are presently a dozen regional radio stations operating in the province, all of which have local audiences of varying sizes. The federal Broadcasting Act calls upon all broadcasters, not just the CBC, to promote educational programming. To enable these stations to meet their legal as well as community responsibilities in this area, it is recommended:

THAT COMMUNITY COLLEGES EXPERIMENT WITH THE USE OF "SASKATCHEWAN RADIO FORUM" PROGRAMS WITH A PHONE-IN COMPONENT.

Level III. Regarding use of low-power radio transmitters in community college areas in Saskatchewan.

The Province of Saskatchewan, with its unique type of community college which emphasizes and draws upon its sense of community in rural areas, must use the media effectively to reach people in sparsely-settled regions. There is a growing body of evidence that few if any local communities in Saskatchewan have much meaningful access to either regional radio or television stations. Yet, such communities often have specific communication needs related to the broad community education functions incorporated into the Saskatchewan community college concept. Local community radio could do much to inform the public of college programs, educational activities of many local organizations, recreation boards, libraries, and the wide range of local voluntary associations which exist in rural Saskatchewan. In addition there are a significant number of ethnic and cultural communities in rural Saskatchewan which have been given little or no recognition in, or access to, the media. Programs in the languages of these ethnic groups dealing with the cultural concerns of these people would form important program content of any community radio station.

The four community college pilot areas, each having its own unique geographic and demographic characteristics, are: La Ronge, Humboldt, the Parkland, and the Cypress Hills southwest region of Saskatchewan. The southwest corner of Saskatchewan is a vast, sparsely-populated area in which the

chief concern is ranching. The Humboldt region is a relatively densely populated, intensively farmed rural area with significant German, French, and Ukrainian settlements. The Parkland area has two major centers, Yorkton and Melville, and at least half a dozen smaller centers with significant Hungarian, Indian, Metis, and Ukrainian populations in relatively distinct settlement patterns. The La Ronge area is the first of the northern college projects to be developed. Within the town of La Ronge, approximately one-third of the population is status Indian, one-third Metis, and the balance white.

It is proposed that the Saskatchewan Educational Communications Corporation obtain licences for low-power FM radio transmitters to be used on an experimental basis in several of the college regions. Such radio stations would be owned and operated by SASKMEDIA with the understanding that local groups and people would, through the aegis of the community colleges, gain access to the stations' resources and play a role in program development and production.

At appropriate times the SASKMEDIA network would be switched to local programming, including programs related to the community college and educational programs of various provincial departments such as Public Health, Culture and Youth, and Agriculture. Radio clubs of the local high schools, local farm, ethnic or cultural groups could all be assisted by the college educational communication specialist and the local announcer-operator to develop and produce materials.

Since the programming would be of an essentially educational nature, no advertising would be allowed on any station and no competition would therefore be feared by any private radio station in the region. Indeed, it is not expected that the local community radio stations would be programming throughout the day, but rather that they would be using prime time, appropriate to the local community and time of year.

It is proposed that there be a four-year project in which these low-power radio transmitters would be operated by the community colleges under licences obtained by the Saskatchewan Educational Communications Corporation. Such a project would begin in the fiscal year, 1974-75, and involve the three community college regions of Humboldt, Cypress Hills, and the Parkland, to be continued the next fiscal year, 1975-76, at which time radio facilities would be placed in other developing college areas. The proposal does not include the La Ronge Community College area because of possible CBC plans for immediate development in that region.

There would be different configurations of studio transmitter facilities in each region; for instance, in Humboldt there could be one mother transmitter with full studio at Humboldt and one satellite transmitter with half studio, possibly at Watson, whereas in the Parkland area there could be one full studio and one mother transmitter at Melville and three half studios with low-power transmitters possibly at Kamsack, Canora and Esterhazy. The proposal

would in fact be in two parts, the first two years, 1974-76, being a time of experimentation and research, which would, hopefully, produce enough data by December, 1976, to enable interested bodies to reach conclusions as to whether the project should be expanded and completed by the fiscal year, 1977-78. It is recommended:

THAT SASKMEDIA, IN COOPERATION WITH COMMUNITY COLLEGES, EXPERIMENT WITH THE USE OF LOW-POWER FM RADIO TRANSMITTERS AND ASSOCIATED STUDIOS AS THE MEANS OF LOCAL CITIZEN ACCESS TO THE RADIO SASKATCHEWAN SYSTEM.

The assumption is that there will be an orderly development of community colleges in the province, and by the year, 1977-78, all community college areas should be functioning. It is further assumed that transmitters and studios of different power and size would be required in different areas. It is also assumed that there would be staffing costs at two levels: first, the technical assistant, social research analyst, and program developer, as well as secretarial support needed initially by the Department of Continuing Education and subsequently by the Saskatchewan Educational Communications Corporation, and second, the technicians, operator-announcers, and educational communication specialists required at the community college level.

Financial Implications

The financial implications of establishing a Saskatchewan Educational Communications Corporation should be set in perspective. Compared to earlier proposals for

an ETV broadcast network (over 18 million dollar capital outlay with a subsequent commitment to costly video production) a major radio thrust provides a far less costly (approximately 1.3 million dollar capital outlay with economical radio production) and potentially more flexible approach. At the same time, the introduction of the Saskatchewan Community College concept has saved an estimated 35 to 40 million dollars in capital outlay. Some of this saving can surely be passed on for the production of Saskatchewan educational materials and the development of an effective communications system.

In addition, areas of potential duplication and waste have been identified. For instance, in the area of training technical and production staff the Southern Alberta Institute of Technology is doubling its capacity while Red River College in Manitoba also provides similar courses. Cannot an interprovincial agreement in this costly field be developed as it was in the area of veterinarian training? This is but one question to be answered. It is therefore recommended:

> THAT THE DEPARTMENTS OF EDUCATION AND CONTINUING EDUCATION EXPLORE THE PROPOSAL BY ALBERTA AUTHORITIES FOR A WESTERN INTERPROVINCIAL AGENCY FOR THE DEVELOPMENT AND DISTRIBUTION OF EDUCATIONAL MEDIA MATERIAL AND OTHER ASSOCIATED PROBLEMS.

Chapter V

INSTITUTIONAL RELATIONSHIPS WITH SASKMEDIA

A survey of existing media facilities and equipment held by educational agencies in this province indicates a maldistribution of resources. Within the educational field the University of Saskatchewan possesses the two most impressive production facilities in its audio-visual/television centers at each campus. At Saskatoon Campus the television studios are sporadically used, while the film unit is being disbanded. At Regina Campus the television studios are closed and the audio-visual maintenance and distribution service is used to serve only internal instruction purposes.

The picture at the three technical institutes is equally uneven. The Institute at Saskatoon has a production staff but no production studios and has recently been developing a mobile capacity. The Institute at Moose Jaw has a Radio/Television Service Program which is producing a stream of radio and television technicians, a number of whom have gone directly into television production work with Saskatchewan TV stations. The plans for the Regina Technical Institute are not yet clear though the original plans for a production studio have been frozen. In general, there has apparently been little co-ordination of policy in the development of media or in related programs of the Institutes over the last five years.

There has been slow development in the use of video equipment in the high school system of the province. Most high schools in the larger urban centers have one-inch video cameras and related equipment, while a number of other schools, chiefly rural, have half-inch rover units. The commitment of the Department of Education to the Sony three-quarter-inch videocassette is of major significance. The fact that approximately 240 of these units are now in the field--many with record as well as playback capability--portends a greatly increased demand for Saskatchewan-produced materials.

At present the Information Services Branch of the provincial Executive Council acts as a co-ordinating agency for the contracting of all departmental media needs other than those met by the limited resources of the departments themselves. Much of the demand has been essentially of the "hard news" information nature and it is apparent that it is in this area that most of the Information Services' expertise lies. With the introduction of SASKMEDIA it is recommended:

THAT THE INFORMATION SERVICES BRANCH OPERATE SOLELY WITHIN THE AREA OF NEWS AND INFORMATION SERVICE AND THAT THE RESOURCES OF THE PROVINCIAL AUDIO AND VIDEO DUBBING CENTER BE SHARED BY THIS BRANCH AND SASKMEDIA.

It is proposed that the provincial educational communications authority be the mechanism by which the media requests of government departments are assessed, priorized and allocated.

A suggested policy for the Authority is as follows:

> As many requests as possible should be met through the facilities of SASKMEDIA. Those which cannot be met by SASKMEDIA should be referred to the AV/TV Center of the University of Saskatchewan, Saskatoon. And finally, those that cannot be met by either SASKMEDIA or the University AV/TV Center should be made to community cable operators or private concerns.

The Department of Continuing Education should be the mechanism by which the requests of the community colleges, technical institutes and universities are met. It is recommended:

> THAT THE TECHNICAL INSTITUTES HAVE SUFFICIENT COMMUNICATION EQUIPMENT FOR PURPOSES OF INTERNAL INSTRUCTION ONLY.

It is recommended:

> THAT THE DEPARTMENT OF CONTINUING EDUCATION INITIATE NEGOTIATIONS WITH THE UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS FOR THE RENTAL OF ITS AV/TV FACILITY FOR A PERIOD OF UP TO FIVE YEARS AS THE SASKMEDIA PRODUCTION CENTER.

The community colleges of Saskatchewan will have limited video capacity. They would be able to contract with either local cable cooperatives or private agencies in their regions for some production or, through the Department

of Continuing Education, obtain the central production services of SASKMEDIA. The colleges will be delegated responsibility for the operation of the regional and local FM radio transmitters during those periods that the network is pre-empted for local community programming. The community colleges will, hopefully, assist regional branches of the provincial government departments as well as local voluntary associations in the use of educational media.

The efficient use of media resources in the school system is equally important. It is therefore recommended:

THAT POLICIES BE ESTABLISHED TO ENCOURAGE SCHOOL UNITS WHICH HAVE LIMITED VIDEO PRODUCTION CAPACITY TO SHARE IT WITH SURROUNDING DISTRICTS.

The library system of Saskatchewan will gradually have greater demands for the use of video and audio tape and it is recommended:

THAT THE LARGER REGICNAL LIBRARY BRANCHES GRADUALLY ACQUIRE AUDIO AND VIDEO PLAYBACK EQUIPMENT COMPATIBLE WITH THE PROVINCIAL EDUCATIONAL COMMUNICATIONS SYSTEM.

It has already been recommended that the library system of Saskatchewan act as the community college distribution and library system. It has also previously been recommended that the Department of Education Film Branch be added to the Provincial Library Distribution Division of SASKMEDIA and that a telecommunication network be established between all major libraries in the province for transmission of inter-library loan and community college budgetary data.

Chapter VI

PRODUCTION POLICY

Subject-Matter Priorities

Production policy in Saskatchewan should reflect something of the unique problems and character of this province. With its limited resources this province must establish priorities which reflect its special needs. Educators can obtain, often more cheaply, materials of a more general nature produced elsewhere. Priorities should be established not only as to what is produced but the medium by which it is produced. A number of program areas unique to Saskatchewan have been identified. For instance, it is clear that unless the wide range of media (film, video and audio) is used to capture the story of the last of Saskatchewan's settlers, including many from minority ethnic and cultural groups, important pages of Saskatchewan's history will be gone forever. It is therefore recommended:

> THAT THE PROVINCIAL EDUCATIONAL AUTHORITIES EMPHASIZE THE PRODUCTION OF MATERIALS WHICH CONTRIBUTE TO A SENSE OF HISTORY AND OF PLACE IN SASKATCHEWAN AND WHICH CONCENTRATE ON SUBJECT-MATTER AREAS UNIQUE TO THE PROVINCE;

and

> THAT MATERIALS OF A MORE GENERAL NATURE WHICH CAN BE PRODUCED MORE ECONOMICALLY ELSEWHERE BE OBTAINED ELSEWHERE;

and further,

THAT RELEVANT GOVERNMENT DEPARTMENTS (EDUCATION, CONTINUING EDUCATION, CULTURE AND YOUTH) PLACE HIGH PRIORITY UPON THE PRODUCTION OF MATERIAL RELATED TO THE LIVES OF SASKATCHEWAN'S REMAINING PIONEERS.

Similarly, educational communications material related to people of Indian ancestry should be a priority. Cooperation with groups such as the Indian Cultural Center at Saskatoon Campus could lead to the co-ordinated production of valuable material, much of which could be in the languages of the native people. This province should follow the example of the Province of Manitoba and develop the capacity to create materials in at least the Cree language. It is recommended:

THAT EDUCATIONAL MATERIALS RELATED TO THE HISTORY AND CULTURE OF PEOPLE OF INDIAN ANCESTRY BE GIVEN HIGH PRODUCTION PRIORITY;

and further,

THAT THE COOPERATION OF INTERESTED AGENCIES OF THE INDIAN/METIS PEOPLE, SUCH AS THE SASKATOON CULTURAL CENTER, BE SOUGHT WHEN MATERIALS ARE PRODUCED ABOUT OR FOR PEOPLE OF INDIAN ANCESTRY;

and further,

THAT AN INCREASING AMOUNT OF EDUCATIONAL MATERIAL BE PRODUCED IN THE INDIAN LANGUAGES, SPECIFICALLY, CREE, CHIPEWYAN AND SAULTEAUX.

Choice of Methods

The approach this report proposes for educational communications is multi-media; that is, the strengths and weaknesses of various forms of the media are recognized and the integrated use of the various media is encouraged.

Among the mass media radio lends itself best to the supplementary use of print and video materials. Radio has the potential of low-cost, imaginative productions which lend themselves to educational use in such subjects as art, music, public affairs, education, drama, and language instruction. In addition, recent research indicates that a greater use of audio tapes for instructional purposes in the school, community college and correspondence areas of instruction is justified. It is recommended:

THAT GREATLY INCREASED USE BE MADE OF AUDIO TAPES WITH ASSOCIATED PRINT MATERIALS FOR EDUCATIONAL PURPOSES.

The use of television or video for educational purposes has been the subject of prolonged debate. Educational television, once considered the glamour, prestige medium, is now being critically analyzed and its cost-benefits assessed. Technological change in this area has moved rapidly. It is now possible to produce good broadcast-quality programs on one-inch color tape, and such a format could be the master production standard for most provincial video materials. The province's commitment to a three-quarter-inch videocassette distribution mode assures that a standard policy can be followed by the provincial dubbing center and

high-quality videocassette materials distributed. The prospect of three-quarter-inch video rovers in the near future should prove especially useful for community college and high school use. It is recommended:

THAT THE SASKMEDIA PRODUCTION CENTER BE EQUIPPED INITIALLY WITH ONE-INCH COLOR VIDEO PRODUCTION EQUIPMENT;

and further,

THAT VIDEOCASSETTE PRODUCTION AND DISTRIBUTION BE USED AND THE 1970 PROPOSAL FOR A PROVINCIAL ETV (EDUCATIONAL TELEVISION) BROADCAST SYSTEM BE DROPPED.

Rapid technological improvements in video make it likely that educational film production in this province will be of a limited and supplemental nature. At this time, however, it should be emphasized that limited 16mm film production in the ethnic/cultural area could justifiably be done on the higher-cost medium. It is recommended:

THAT THE PROVINCE ADOPT A POLICY OF LIMITED 16mm FILM PRODUCTION AND THAT THE DEPARTMENT OF CULTURE AND YOUTH ENCOURAGE ITS LIMITED USE FOR CULTURAL PURPOSES AND AS AN ART FORM.

On the other hand, technical innovation in the use of super-8mm film and the widespread distribution of super-8 equipment in communities mean that this medium will play a larger role in local educational and cablevision production. It is therefore recommended:

THAT FURTHER USE BE MADE OF SUPER-8mm AS A MEDIUM FOR EDUCATIONAL AND COMMUNITY DEVELOPMENT PURPOSES.

Saskatchewan lacks low-cost educational print materials. The biased views found in a number of resource books regarding such topics as sex roles and treatment of minority groups need immediate redress. The production of soft-cover supplementary critiques of texts as well as print materials containing subject matter unique to Saskatchewan should be a matter of priority. Low-cost supplementary material for educational radio forums or multi-media packages is also required. It is therefore recommended:

THAT THE SASKMEDIA PRINT DIVISION PRODUCE EDUCATIONAL MATERIAL WHICH EXPOSES THE PREJUDICES FOUND WITHIN SOME EXISTING RESOURCE MATERIAL AND WHICH WILL PROVIDE MATERIAL UNIQUE TO SASKATCHEWAN WHICH COULD NOT OTHERWISE BE OBTAINED.

Cable for Educational Purposes

In Canada there are presently some 361 cable systems, 116 or a little less than one-third of which are initiating regular local programming. Of these, approximately three-quarters allow community access and programming, most of which is under the cablevision company's supervision and control.

A cable system is a natural monopoly. Licences are granted by the federal authorities to only one company in any area. No competition is allowed. It is, therefore, no surprise that cable enterprises are ranked among the most profitable industries in Canada. The most recent financial

data from Statistics Canada are for the year, 1971. They indicate the following picture.

Canadian Cable Companies - 1971

Revenues	$65,991,344.00
Operating Expenses	35,196,098.00
Net Operating Profit	13,377,211.00
Profit as % of Revenue	20.3

- Statistics Canada

It is little wonder that a number of cable companies have regained their original investment in less than three years. Yet, in eastern Canada educators have found themselves providing program content for the very profitable cable monopolies, with no financial compensation. Naturally, many educational agencies have therefore made little or no use of the medium.

In Saskatchewan, persons with a wide range of educational concerns are welcoming the provincial policy regarding the use of non-profit corporations or community cooperatives as local cable operators in the ten cities of Saskatchewan.* The non-profit corporate or cooperative mechanism will enable ploughing back of surpluses for community programming, and thereby provide the funds for individuals and community groups to do programming which they otherwise would not be able to do.

* Saskatchewan Association for Lifelong Learning, Annual Meeting, Regina, May 10, 1973, United Church of Canada, Saskatchewan Conference, June 1973.

While resources must be available for local programming, it should also be recognized that financial resources are needed for provincial programming and hopefully a mechanism will be developed which will allocate funds for the development of programs of a province-wide interest. The CRTC policy of licensing one city at a time and apparently discouraging network development has a fragmenting effect which is especially harmful to the development of educational communications in this province. The alternative to a province-wide microwave educational channel is the costly and time-consuming method of shipping tapes; hardly a satisfactory alternative.

It should be noted that the development strategy for cablevision is just the reverse to that of community colleges; that is, community colleges have been given a rural priority, whereas cable operations have been given an urban priority. We, therefore, shall find by 1975 that cable has been laid in the two largest cities of the province, Regina and Saskatoon, whereas community colleges will develop in those centers somewhat later. It is therefore recommended:

THAT THE DEPARTMENT OF CONTINUING EDUCATION AND/OR THE MINISTER RESPONSIBLE FOR COMMUNICATIONS PROVIDE SPECIAL DEVELOPMENTAL GRANTS TO THE TWO DEPARTMENTS OF EXTENSION OF THE UNIVERSITY OF SASKATCHEWAN IN ORDER THAT THEY MAY PROVIDE TRAINING IN THE PRODUCTION OF PROGRAMS FOR THE EDUCATIONAL AND COMMUNITY PROGRAM CHANNELS OF DEVELOPING CABLE SYSTEMS.

It is also recommended:

THAT FEDERAL SOURCES OF DEVELOPMENTAL FUNDS BE SOUGHT, NAMELY, THE "CHALLENGE FOR CHANGE" PROGRAM OF THE NATIONAL FILM BOARD, RESEARCH FUNDS FROM THE DEPARTMENT OF COMMUNICATIONS, AND COMMUNITY PROGRAM RESOURCES FROM THE SECRETARY OF STATE'S OFFICE.

It is clear that the Province of Saskatchewan, with its limited economic resources, cannot possibly enter into full-scale television production and distribution which would be necessary if one is to fill an educational program channel. Two alternatives exist. One is to establish a policy of purchasing a limited quantity of videotapes from a number of Canadian, American and other foreign educational authorities and replaying these over the dedicated provincial educational channel. The other alternative is to bring in the National Educational Television signal from the United States and to delete that signal at the convenience of the province's educational authority. Several sources of materials would then be substituted, including the limited production of SASKMEDIA, as well as materials from other educational authorities throughout the world. Finally, low-cost on-air programs following NET public affairs and other American-oriented programs could easily be produced in order to compare and contrast the Saskatchewan point of view and experience. Thus, the use of the NET signal would not mean the massive infusion of American educational material. Indeed, NET shows some of the best of the CBC and BBC educational

material as well as some first-class American material. It is therefore recommended:

THAT "NET" PROGRAMMING, DELETED AND SUBSTITUTED SELECTIVELY WITH SASKMEDIA MATERIAL AND THAT OF OTHER EDUCATIONAL AUTHORITIES, BE USED ON THE DEDICATED PROVINCIAL EDUCATIONAL CABLEVISION CHANNEL.

It is also recommended:

THAT A RADIO SASKATCHEWAN CHANNEL BE DEDICATED AS THE PROVINCIAL EDUCATIONAL RADIO CHANNEL ON THE CABLE SYSTEMS IN THE PROVINCE.

It is further recommended:

THAT A LOCAL COMBINED COMMUNITY/ETV CHANNEL BE AVAILABLE FOR PROGRAMMING IN EACH CITY, THUS ALLOWING LOCAL EDUCATIONAL AUTHORITIES TO PRODUCE AND DISTRIBUTE A LIMITED AMOUNT OF VIDEO MATERIAL FOR THEIR OWN EDUCATIONAL PURPOSES;

and further,

THAT CONSIDERATION BE GIVEN TO RESERVING THE ENTIRE CABLE MID-BAND SPECTRUM FOR FUTURE USE OF THE EDUCATIONAL AUTHORITIES OF THE PROVINCE.

Community colleges could play an important role in stimulating and sustaining interest in the local educational/community program development. A cable operator may wish to delegate responsibility for continuing education programming to the local community college council; this council would have an expanded sub-committee on educational communications which would bear responsibility for continuing education

programming on the cable system. College community education workers would assist in the local community in such ways as (1) need assessment, (2) use of video equipment, (3) program design, and (4) program evaluation and feedback. In addition, college educational communications specialists could assist local citizens in developing programs not only for the educational FM radio stations but also for any radio forums which may develop over the regional AM radio stations. It is recommended:

THAT AN EDUCATIONAL COMMUNICATIONS SPECIALIST BE EMPLOYED IN THE COMMUNITY COLLEGE REGIONS. SUCH A SPECIALIST WOULD ASSIST IN DEVELOPING EDUCATIONAL AND COMMUNITY PROGRAMMING ON THE CABLE SYSTEMS AND PLAY A SIMILAR ROLE IN REGARD TO THE FM EDUCATIONAL RADIO STATIONS IN THE AREA, AS WELL AS ANY REGIONAL RADIO FORUMS WHICH MAY DEVELOP.

Finally, the potential of cable for the dissemination of library information and community programs has not been fully explored. Several recent experimental projects indicate a possibly limited but useful role for this medium. It is therefore recommended:

THAT FEDERAL AND PROVINCIAL FUNDS BE OBTAINED FOR LIBRARY-CABLE EXPERIMENTS IN ONE OR MORE OF SASKATCHEWAN'S CITIES.

Chapter VII

AREAS OF FUTURE STUDY

The broad nature of the study undertaken has necessitated exploratory or preliminary investigations in a number of areas. A number of further studies in technical, economic and policy fields are therefore necessary in some of the following areas:

a) Federal. It is important to ascertain as soon as possible the response of a number of federal government departments and agencies to many of the recommendations and proposals of this report. For instance, in regard to the possible development of a provincial FM educational radio network such agencies as the CBC and the CRTC as well as the Federal Departments of Communications, Secretary of State and Regional Economic Expansion (ARDA) could make useful inputs in the technical, economic and policy fields. It is therefore recommended:

THAT THE EDUCATIONAL AUTHORITIES INITIATE TECHNICAL, ENGINEERING AND COST STUDIES RELATED TO THE ESTABLISHMENT OF AN EDUCATIONAL RADIO NETWORK AS SOON AS POSSIBLE.

b) Technical and Legal Capability. It has become apparent that the Provincial Government, generally, and the Departments of Education and Continuing Education, specifically, have little or no technical or legal

capacity in the area of educational communications. Technical expertise, especially in the field of educational radio, should be acquired as soon as possible. Legal assistance in regard to the establishment of SASKMEDIA and educational broadcasting, and serious ongoing questions of copyright of educational material necessitates acquisition of a competent legal consultant as soon as possible. It is recommended:

THAT THE DEPARTMENT OF CONTINUING EDUCATION ACQUIRE A TECHNICAL AND A LEGAL CONSULTANT IN THE FIELD OF EDUCATIONAL COMMUNICATIONS AS SOON AS POSSIBLE.

c) Interprovincial Cooperation. As more provinces enter the potentially costly field of educational broadcasting the need for interprovincial cooperation becomes more apparent. An Alberta proposal for an interprovincial agency for the development and distribution of educational materials provides a flexible and useful basis for further discussion.

The formation of a joint federal/provincial educational technology committee of the Council of Ministers is yet another reason why this province needs a greater capacity to respond in this complex field.

d) Northern Saskatchewan. The people of northern Saskatchewan have special educational problems and the Department of Northern Saskatchewan is facing the sensitive task of responding imaginatively to their

needs. Both the CBC and the Federal Department of Communications have expressed interest in development of broadcasting in northern Saskatchewan. In addition, the SaskTel microwave network now being developed will complete its northern circuit by 1975. If the educational and community needs of the people of northern Saskatchewan are to be met, consideration should be given to how existing and future resources may be used, not to impose the culture of others but rather to provide a means of community communication. It is recommended:

THAT SASKMEDIA, AS THE POTENTIAL BROADCAST LICENCE-HOLDER, COOPERATE WITH THE DEPARTMENT OF NORTHERN SASKATCHEWAN IN DEVELOPING A COMMUNICATION SYSTEM TO MEET THE SPECIAL NEEDS OF THE PEOPLE IN THE NORTHERN HALF OF THE PROVINCE.

SUMMARY OF RECOMMENDATIONS

SASKATCHEWAN EDUCATIONAL COMMUNICATIONS CORPORATION (SASKMEDIA)

1. That a Saskatchewan Educational Communications Corporation (SASKMEDIA) be established. (p.14)

A New Role for the Provincial Library

2. That a strengthened Provincial Library become the Distribution Division of SASKMEDIA. (p.16)

3. That the Provincial Library Distribution Division be responsible for the operation of the Provincial Audio and Video Dubbing Center. (p.16)

4. That the Department of Education Film Branch be added to the Provincial Library Distribution Division. (p.16)

5. That a telecommunication service connecting all the major libraries of the Province be established. (p.18)

6. That the Province of Saskatchewan establish a policy rationalizing the use of TWX and telex by its departments and agencies. (p.18)

7. That SASKMEDIA and the Provincial Library Development Board investigate the future role of the Provincial Library Distribution Division in any interprovincial telecommunications computer network. (p.19)

8. That an investigation be made into the feasibility of developing a computer network for both student and administrative use in the high school system of the province. (p.19)

Radio Saskatchewan

9. That a provincial educational FM radio network to be known as Radio Saskatchewan be developed to serve provincial and regional educational and community development needs. (p.22)

10. That negotiations be initiated with the Canadian Broadcasting Corporation to assure that the best of their FM radio material is made available for the educational radio network of Saskatchewan in lieu of the CBC establishing a separate FM network. (p.22)

11. That all means of cooperation with the University of Saskatchewan radio station CJUS/FM be explored. (p.23)

12. That community colleges experiment with the use of "Saskatchewan Radio Forum" programs with a phone-in component. (p.23)

13. That SASKMEDIA, in cooperation with community colleges, experiment with the use of low-power FM radio transmitters and associated studios as the means of local citizen access to the Radio Saskatchewan system. (p.27)

Financial Implications

14. That the Departments of Education and Continuing Education explore the proposal by Alberta authorities for a western interprovincial agency for the development and distribution of educational media material and other associated problems. (p.28)

INSTITUTIONAL RELATIONSHIPS WITH SASKMEDIA

15. That the Information Services Branch operate solely within the area of news and information service and that the resources of the Provincial Audio and Video Dubbing Center be shared by this Branch and SASKMEDIA. (p.30)

16. That the technical institutes have sufficient communication equipment for purposes of internal instruction only. (p.31)

17. That the Department of Continuing Education initiate negotiations with the University of Saskatchewan Regina Campus for the rental of its AV/TV facility for a period of up to five years as the SASKMEDIA production center. (p.31)

18. That policies be established to encourage school units which have limited video production capacity to share it with surrounding districts. (p.32)

19. That the larger regional library branches gradually acquire audio and video playback equipment compatible with the provincial educational communications system. (p.32)

PRODUCTION POLICY

Subject-Matter Priorities

20. That the provincial educational authorities emphasize the production of materials which contribute to a sense of history and of place in Saskatchewan and which concentrate on subject-matter areas unique to the Province. (p.33)

21. That materials of a more general nature which can be produced more economically elsewhere be obtained elsewhere. (p.33)

22. That relevant government departments (Education, Continuing Education, Culture and Youth) place high priority upon the production of material related to the lives of Saskatchewan's remaining pioneers. (p.34)

23. That educational materials related to the history and culture of people of Indian ancestry be given high production priority. (p.34)

24. That the cooperation of interested agencies of the Indian/Metis people, such as the Saskatoon Cultural Center, be sought when materials are produced about or for people of Indian ancestry. (p.34)

25. That an increasing amount of educational material be produced in the Indian languages, specifically, Cree, Chipewyan and Saulteaux. (p.34)

26. That greatly increased use be made of audio tapes with associated print materials for educational purposes. (p.35)

27. That the SASKMEDIA production center be equipped initially with one-inch color video production equipment. (p.36)

28. That videocassette production and distribution be used and the 1970 proposal for a provincial ETV (educational television) broadcast system be dropped. (p.36)

29. That the Province adopt a policy of limited 16mm film production and that the Department of Culture and Youth encourage its limited use for cultural purposes and as an art form. (p.36)

30. That further use be made of super-8mm as a medium for educational and community development purposes. (p.36)

31. That the SASKMEDIA Print Division produce educational material which exposes the prejudices found within some existing resource material and which will provide material unique to Saskatchewan which could not otherwise be obtained. (p.36)

Cable for Educational Purposes

32. That the Department of Continuing Education and/or the Minister responsible for Communications provide special developmental grants to the two Departments of Extension of the University of Saskatchewan in order that they may provide training in the production of programs for the educational and community program channels of developing cable systems. (p.39)

33. That federal sources of developmental funds be sought, namely, the "Challenge for Change" Program of the National Film Board, research funds from the Department of Communications, and community program resources from the Secretary of State's Office. (p.40)

34. That "NET" programming, deleted and substituted selectively with SASKMEDIA material and that of other educational authorities, be used on the dedicated provincial educational cablevision channel. (p.41)

35. That a Radio Saskatchewan channel be dedicated as the provincial educational radio channel on the cable systems in the Province. (p.41)

36. That a local combined community/ETV channel be available for programming in each city, thus allowing local educational authorities to produce and distribute a limited amount of video material for their own educational purposes. (p.41)

37. That consideration be given to reserving the entire cable mid-band spectrum for future use of the educational authorities of the Province. (p.41)

38. That an educational communications specialist be employed in the community college regions. Such a specialist would assist in developing educational and community programming on the cable systems and play a similar role in regard to the FM educational radio stations in the area, as well as any regional radio forums which may develop. (p.42)

39. That federal and provincial funds be obtained for library-cable experiments in one or more of Saskatchewan's cities. (p.42)

AREAS OF FUTURE STUDY

40. That educational authorities initiate technical, engineering and cost studies related to the establishment of an educational radio network as soon as possible. (p.43)

41. That the Department of Continuing Education acquire a technical and a legal consultant in the field of educational communications as soon as possible. (p.44)

42. That SASKMEDIA, as the potential broadcast licence-holder, cooperate with the Department of Northern Saskatchewan in developing a communication system to meet the special needs of people in the northern half of the Province. (p.45)